DOCUMENT RESUME

ED 366 516 SO 023 202

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TITLE Social Studies Teachers and Multicultural Education: A Pilot Study of Attitudes, Practices, and Constraints.
PUB DATE 12 Aug 92
NOTE 46p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Attitude Measures; Cultural Pluralism; Curriculum Research; High Schools; Junior High Schools; *Multicultural Education; Research Methodology; Research Needs; Secondary School Curriculum; *Secondary School Teachers; *Social Studies; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Education; Teaching Methods

ABSTRACT

This document reports on a pilot study that sought: (1) to assess secondary social studies teachers' attitudes concerning multiculturalism; (2) to examine what the teachers are doing to infuse multiculturalism into the curriculum; (3) to determine the constraints on their implementation of multiculuralism; and (4) to explore teacher attitudes concerning preservice and inservice multicultural teacher preparation efforts. Twenty-six high school and junior high school teachers at five schools in mostly Caucasian communities took part in the 1992 study. Results suggest that most of the teachers have positive attitudes toward multicultural education and its infusion into the curriculum. Most respondents also agree that such education will increase understanding, concern, and cooperation among people in the years ahead. The majority reported that while they try to incorporate multiculturalism into the curriculum, lack of time, funding, administrative support, and training hamper their efforts. Findings suggest a need for additional, large scale inquiry into issues of multiculuralism in the social studies curriculum. The document contains nine references and three appendices. (SG)

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ED 366 516

Social Studies Teachers and Multicultural Education: A Pilot Study of Attitudes, Practices and Constraints

Charles Titus

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Research in Social Studies Education

Dr. Christine Bennett

August 12, 1992

SO 023 202

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INTRODUCTION

One aspect of educational reform which has become the subject of increasing attention in recent years is the issue of multicultural education. A product of the social upheavals of the late 1960s and early 1970s (Banks, 1987; Sleeter, 1989), multicultural education has been of concern in curricular considerations for nearly a quarter of a century (Cuban, 1968). However, the rapidly changing demographic characteristics of the contemporary United States have given renewed impetus to interest by teachers, administrators and the public in multicultural education in the nation's schools.

Often controversial, sometimes ill-defined, multicultural education has very recently become enmeshed in a growing debate among academics and others concerned with the issues of "political correctness", cultural pluralism and assimilation. Though these concepts plainly are not new, they have assumed an increased visibility and adversarial nature in an era of expanding concern about and criticism of American public education.

Some proponents of multicultural education point out that the resolution of a number of very serious problems which threaten not only our nation but the entire world "requires global cooperation" which in turn "requires human beings who possess some degree of cross cultural understanding." (Bennett, 1990, p. 16). Others, mostly critical theorists, view the establishment of multiculturalism in the curriculum as a way "to challenge oppression, and to use schooling as much as possible to help shape a future America that is more equal,

democratic and just..." (Sleeter, 1989, p. 63).

Those in opposition decry multiculturalism as ideological and divisive. Such schooling, opponents of multicultural education posit, "champions group rights over the rights of individuals-and in doing so it would classify all Americans permanently according to racial and ethnic criteria" resulting in a "balkanization of American culture" (Stotsky, 1991, p. 26; see also Schlesinger, 1991).

Beyond such debate, the extensive permutations now occurring in this country's population insure that multicultural education must be a topic of continuing concern for all those involved in American education, especially social studies educators (Banks, 1987). Though the United States has historically been a pluralistic society, the racial and ethnic makeup of its public school enrollment is changing more swiftly today than it has for nearly a century. Current projections indicate that about one-fourth of our nation's school age population can now be described as ethnic minorities, and that by the year 2000 more than thirty per cent of American school age children will be "children of color" (Bennett, 1990, p. 14-15; Gollnick and Chin, 1990, p. 2)).

With growing numbers of immigrants from non-European areas entering the United States, the possibility for conflict between Western values, beliefs and viewpoints and the values, mores and worldviews of non-Western cultures rises dramatically. Included in such conflict are "problems of equality and justice" which flow "from

the dominant ideological limits of the Western philosophical tradition" (LeSourd, 1991, p.52).

As American public schools continue to carry out under these shifting conditions of change their mission of preparing the young to take their places in adult society, further examination of teachers' views of multicultural education appears worthwhile. Because of the nature of the subject areas of the social studies and of the central role of social studies teachers in this issue, it seems especially warranted that we attempt to learn more about what social studies teachers think about the phenomenon of multicultural education and if and how they are using it in their work.

PURPOSE OF THE PROJECT

The purpose of this project is to serve as a pilot effort to: (1) assess secondary social studies teachers' attitudes and viewpoints relative to multiculturalism in the social studies curriculum (2) examine what teachers are doing in terms of infusing multiculturalism into their instruction and how they are doing it (3) determine those constraints which are hindering the implementation of multiculturalism in social studies teaching in the schools participating in the study and (4) explore teachers' views toward inservice and preservice multicultural teacher preparation efforts

A final purpose of the project is to critique the inquiry effort itself in order to help determine the feasibility of a similar but larger and more comprehensive study which may be conducted in the future.

METHODOLOGY

Instrumentation and Data Collection

Data was collected through a 42 item questionnaire which was divided into five sections.

Section One consisted of 14 items which employed a four point Likert-type scale (Strongly disagree-Disagree-Agree-Strongly agree) to assess teacher attitudes toward multicultural education.

Section Two used ten items with six point Likert-type responses (Daily-Weekly-Monthly-Less than monthly-Never-Never, but would like to in the future) to determine the frequency of specified strategies employed to infuse multiculturalism into teachers' classroom actions.

Section Three used one yes or no type response question and five four point Likert-type responses (Strongly disagree-Disagree-Agree-Strongly agree) to define constraints facing teachers when attempting to infuse multiculturalism into their teaching.

Section Four employed two yes-no type response items and four four point Likert-type response items (Strongly disagree-Disagree-Agree-Strongly agree) in an effort to determine teachers' views toward preservice and inservice multicultural teacher education.

Section Five consisted of six items used to gather demographic information on the respondents.

Survey Terminology

In order to operationalize the definition of the terms "multicultural education" and "Eurocentric" a glossary defining these terms was included as part of the survey instrument.

Subjects

Twenty-six social studies teachers in three high schools and two junior high schools took part in the study, which was conducted in April and May of 1992. All the participating schools were located in small (1,678 population to 20,398 population) predominantly Caucasian communities in a midwestern state. Of the twenty-six respondents, 46 per cent were female while 54 per cent were male. All but one identified their racial or ethnic designations as "Caucasian"; one individual chose the descriptor "Other". The respondents ranged in age from 23 to 57 with an average age of 42.

Because participation was of course voluntary, in two schools all members of the social studies department did not participate. In one of these schools (a junior high) eight of nine teachers were respondents; in the other (a high school which was apparently experiencing some discord in its social studies department and which had an administrator acting as temporary departmental chair) four of eight teachers participated.

Procedure

In three of the schools (two junior high schools and one high school) the survey instrument was personally distributed by the researcher to the teachers during inservice days. Following the completion of the questionnaire, the inquiry procedure was critiqued by the respondents in the researcher's presence.

In the remaining two high schools, it was not possible because of school schedules or the inservice day agendum to meet with the social

studies teachers. In these cases, the questionnaire was either mailed or hand delivered by the researcher to the social studies departmental chair who then distributed the instruments and collected them when completed and returned them to the researcher. To achieve the critique portion of the project in these instances, the researcher asked the departmental chairs to request the participating teachers to note any suggestions or comments about the survey on the instrument itself for review by the researcher later.

Data Analysis

Initial data from the survey instruments were hand entered into a computer data file for use with the Statistical Package for the Social Sciences-X (SPSS-X) program.

Frequencies were run to determine missing data and modal values for use in recoding missing data. Questions with missing responses and number of responses missing for each are as follows: Section One: Questions 1 (1), 7 (6), 11 (1), 12 (3), 13 (2) and 14 (4). Section Two: Questions 1 (1), 2 (1), 9 (1), and 10 (1). Section Four: Question 5 (7). Section Five: Question 4 (2).

Missing data was recoded to the modal value and frequencies were re-run with mean and standard deviation.

Reliability analysis was conducted using Co-efficient Alpha for the different sections of the survey instrument. This initial analysis determined that several items were asking for responses in the opposite direction of the majority of the questions. These items were recoded to fit the scale. Section One, Questions 1, 9, 11 and 14 were so recoded. In addition this analysis indicated that scales 3, 4 and 5 did not conform well with the other scales. In Section 2,

question 9 was removed from the reliability analysis because it did not use a Likert type response.

After the above modifications were made, a second reliability analysis was conducted. This analysis indicated that Section One questions 1, 7 and 12 should be removed due to negative correlations with the rest of the group. In addition, Section Two was recoded so that preferred responses received the highest score to coordinate with Section One. Scores were generated for Sections One and Two based upon the results of the reliability analysis. Questions from Sections Three, Four and Five were considered as individual items rather than as intact sections.

The Pearson product-moment correlation coefficient was used to determine correlations between responses in the various sections of the questionnaire. Correlation analysis was conducted between Section One and Section Two; between Section One and individual items from Sections Three, Four and Five and between Section Two and the individual items from Sections Three, Four and Five.

PRINCIPAL RESULTS*

Teacher Attitudes

Overall the attitudes of teachers towards multicultural education and its infusion into the social studies curriculum as reflected in Section One were solidly positive, $\bar{X}$ = 38.8 with a possible range of 12 to 48. Thus 81% strongly agreed or agreed that multiculturalism is an integral part of and has a valid place in the social studies curriculum. In addition, an overwhelming majority (96%) of the

* Percentages have been rounded

subjects either stongly agreed or agreed that a multicultural curriculum will increase understanding, concern and cooperation in an increasingly interdependent world made up of many cultures. Beyond this, 88% strongly agreed or agreed that children attain an enhanced sense of ethnic identification and increased cultural pride through a social studies curriculum which focuses primarily on their racial or ethnic group.

Only slightly fewer (85%) strongly agreed or agreed that a multicultural curriculum will help overcome barriers to achieving the ideals of basic human rights, social justice, liberty and equality. Similarly, 85% also either strongly agreed or agreed that secondary and middle/junior high school students should have their awareness of cultural diversity increased through exposure to a multicultural social studies curriculum. Nearly three-fourths (73%) strongly disagreed or disagreed that non-minority students would resent a multicultural social studies curriculum.

Most of the respondents (69%) also disagreed with the statement that recently published social studies textbooks and other curricular materials often show bias against the Eurocentric approach to teaching social studies while 31% agreed that such materials are biased. However, 46% either strongly agreed or agreed that materials, including textbooks, used to infuse multiculturalism into the social studies frequently tend to present an inaccurate representation of the nation's past or of its social, political or economic aspects.

More than three-fourths (77%) of those surveyed either strongly agreed or agreed that a multicultural component improves and

strengthens the curriculum while 69% either strongly disagreed or disagreed that such a component weakens and dilutes the curriculum. Less support, however, was found for the role of social studies organizations in multicultural education. Although a majority (62%) either strongly agreed or agreed with the statement that national and state social studies organizations should play a leadership role in the infusion of multiculturalism into the social studies curriculum, a substantial minority (38%) disagreed with the statement.

Teacher Actions

In contrast to their attitudes toward multicultural education, the actions of teachers in the sample for bringing a multicultural dimension to their teaching as reflected in Section Two were somewhat weaker, $\bar{X}$=19.8 with a possible range of 9 to 45.

Although a majority (65%) of the subjects reported that they attempt in some way to infuse multiculturalism into their teaching at least monthly or more frequently, only 12% stated that they attempt to do so on a daily basis and another 11% reported making the effort weekly, thus leaving 42% who attempt to do so monthly. Less than monthly attempts were made by 27% of the sample and 8% reported that they never attempt to infuse multiculturalism into their teaching at all. About one-fifth (19%) of the subjects reported that they use the textbook or textbook supplements daily or weekly to bring a multicultural dimension to their teaching, though many more (42%) stated they use the text only monthly to do so. Less than monthly use was made by 27% of the sample. An additional 12% admitted to never so using the text or supplements.

Little use of community resources through such strategies as field trips and guest speakers was made by those surveyed. Only 38% reported using guest speakers less than monthly while 62% stated that they never utilize classroom speakers to bring a multicultural dimension to their teaching. Even less use of field trips was made by those surveyed. With just 11% indicating that they use field trips less than monthly for this purpose and the solid majority (89%) stating that they never do so, it seems clear that there is very little utilization of this strategy.

A slightly stronger tendency toward action to bring multiculturalism to the classroom was found in the subjects' use of commercially produced print materials other than the text. Weekly use of such materials was made by 4% of the sample while 42% used them monthly. Still, 31% of the subjects used these materials less than monthly and 23% never used them for multicultural purposes. Thus the preponderance (54%) of the sample either never used this strategy or used it with less than monthly frequency.

In a similar way, daily use was made of personally collected materials by 4% of the respondents to bring a multicultural dimension to their teaching. Another 4% reported using personally collected materials weekly. Monthly use was made by 46% . Less than monthly use was made by 23% while an additional 23% admitted to never using this technique to infuse multiculturalism into their social studies teaching. Therefore almost half (46%) of those teachers participating in the study either never used this technique or did so

on a less than monthly basis.

Use of class discussion to focus on items of a specifically multicultural nature was, however, somewhat more prominent. Although none of the subjects in the sample reported such use of class discussion on a daily basis, 19% did state they used this approach weekly. Monthly use was made by 42% of the sample. About one fourth (23%) used class discussions of a multicultural nature less than monthly amd 16% stated that they never used class discussions specifically for this purpose.

Student reading, writing or inquiry of a specifically multicultural nature was overall infrequently used by the bulk of the respondents. No one stated they used this approach daily and only 4% reported weekly use of this method for multicultural infusion. Monthly use was made by 27% of the sample. An additional 42% reported using it less than monthly. Reading, writing or inquiry of a specifically multicultural nature was never used by another 27% of those sampled. Thus 69% of the respondents either never employed this technique or did so less than monthly.

Similar results were found concerning the subjects' use of audio-visual materials to infuse multicultural education into their social studies teaching. As was the case with class discussion, no one reported using audio-visual materials each day specifically for multicultural purposes, although they were so used weekly by 8% of the subjects and monthly by 31% . Still, 42% of the respondents stated they utilized A-V materials less than monthly while 19% of the

sample reported never using them for multicultural infusion. Again, therefore, a majority (61%) of those surveyed was found to use these materials for multicultural purposes either less than monthly or not at all.

Constraints Against Infusing Multiculturalism Into the Curriculum

Results garnered by Section Three indicate that social studies teachers do feel they face specific constraints in their attempts to infuse multiculturalism into their work. The primary impediment identified by the subjects was lack of time. An overwhelming majority (88%) of the sample either strongly agreed or agreed that this variable had been a significant constraint to infusing multiculturalism into their classrooms. Only 12% disagreed that lack of time was a significant impediment to multicultural infusion.

Lack of funding and lack of suitable materials were both perceived as important secondary factors inhibiting the infusion of multiculturalism into the respondents' work. About three-fourths (73%) strongly agreed or agreed that these variables were significant constraints to infusing multiculturalism into the curriculum, while 27% disagreed that such is the case. In a related factor, 96% of the respondents stated that they had received no funding during the past five years to be used specifically to increase multiculturalism in their social studies classes. Only 4% reported that they had received such funding.

Other constraints impacting on infusing multiculturalism into the respondents' teaching were also identified. Although a clear

majority (65%) either strongly disagreed or disagreed that lack of personal interest is a significant constraint relative to infusing multiculturalism into their work, more than a third (35%) of the subjects strongly agreed or agreed that it is.

Similarly, 65% disagreed that lack of building or district administrative support and encouragement was a significant constraint. Again, slightly over a third (35%) agreed that this variable was a significant impediment.

Teacher Preparation

Information captured by Section Four of the survey instrument shows that most of the subjects had not received either preservice or inservice instruction specifically related to multiculturalism, though more had received preservice preparation than inservice preparation. About one-fourth (23%) of the respondents reported that they had received preservice multicultural instruction during their undergraduate education while 77% stated that they had not. Only 12% of the subjects had received inservice multicultural instruction while 88% reported that they had not received such instruction.

The effectiveness of inservice and preservice multicultural instruction was rated as low by the majority of those who had received it. Of those who received preservice instruction 83% believed it did not adequately prepare them to effectively incorporate multicultural aspects into their teaching. None of those who had received inservice preparation felt they were adequately prepared to effectivly incorporate multicultural aspects

into their teaching.

Despite their assertion of the lack of effectiveness of preservice multicultural preparation in their own cases, the majority of the respondents indicated that they believe beginning teachers do not have enough multicultural preparation. A solid majority (77%) either strongly disagreed or disagreed that begining teachers with whom they are acquainted seem to have enough preparation in their preservice preparation in regard to multicultural matters.

In a clearly associated finding, 77% of the subjects believe increased preparation in both inservice and preservice venues is needed in order for teachers to adequately address the issue of multiculturalism in the social studies.

Correlations

The Pearson product-moment correlation was used in an effort to identify relationships between attitude/viewpoint data in Section One and actions data in Section Two, and between the Section One and Section Two data and responses to individual items in Sections Three, Four and Five. Few significant correlations were found as a result of this procedure, and those which were determined to be significant were moderate to low.

No correlations of any statistical significance were found between Section One and Section Two. However, a statistically significant relationship of $r=.4327$ was detected between Section One scores and item 4 in Section Three--"Lack of suitable materials has been a significant constraint to infusing multiculturalism into the social studies curriculum". This relationship indicates that those

with positive attitudes toward multicultural education are being constrained by a lack of suitable materials.

Similarly, a statistically significant relationship of r=.4570 was found to exist between the Section One scores and item 6 in Section Three--"Lack of interest on my part has been a significant constraint to infusing multiculturalism into my social studies classes." This correlation seems to suggest--as can be expected--that those with a positive attitude toward multiculturalism are not constrained by lack of interest while those who have a less positive attitude are in fact constrained by their lack of interest.

In the analysis of correlation between Section Two and individual items in Section Three, a statistically significant relationship of r=.4993 was determined to exist between the Section Two scores and item 6 in Section Three--"Lack of interest on my part has been a significant constraint to infusing multiculturalism into my social studies classes". This correlation indicates that those teachers who are the most active in inserting multiculturalism into their teaching are not constrained by a lack of interest, while those who are less active may be constrained by lack of interest and not other variables.

A statistically significant relationship of r=.5798 was found to exist between scores of Section One and item 1 of Section Four "Did you receive any instruction specifically related to multiculturalism in your preservice undergraduate education?" The correlation

suggests that those who have a positive attitude toward multicultural education had received preservice multicultural instruction.

An apparently associated case of a statistically significant relationship of r=.4636 was identified between Section One scores and item 6 of Section Four "I believe increased inservice and preservice preparation is needed to adequately address the issue of multiculturalism in the social studies." The relationship here implies that those with positive attitudes toward multiculturalism in the social studies believe such preparation is in fact needed.

DISCUSSION

The results of the study appear to indicate that most of the social studies teachers who participated in the project have positive attitudes toward multicultural education and its infusion into the social studies curriculum. There is clear agreement among the overwhelming majority of the respondents that multicultural education will increase understanding, concern and cooperation among people in the years ahead. Furthermore the survey results show a solid conviction that multicultural education is an integral and valid part of the social studies curriculum. Similar support was found for the belief that multicultural education improves and strengthens the curriculum and little credence was given among those surveyed to the contention that it weakens and dilutes the curriculum. There appeared to be robust agreement for increasing the awareness of cultural diversity among students through exposure to a multicultural curriculum.

It is difficult to assess with surety the meaning of these

specific findings. The outcomes may very well confirm, as they certainly appear to, a true commitment on the part of most of the respondents to the concept of multiculturalism and its value. Yet, as pointed out on page one above, multicultural education is frequently a controversial issue, freighted with often unspoken pressures and emotions. Although no names were used on the questionnaires, it must be stated that it is possible that the subjects' responses to some extent reflect their concern to "say the right thing" or their sensitivity to revealing their views about the questions of race and ethnicity.

This research also indicates paradoxically that despite this high level of agreement with the value of multicultural education, relativly few strategies are being employed by the respondents to enhance infusion of it into their teaching. It further seems to show that the frequency of such strategies is relativly low among most of those surveyed.

Although again an overwhelming majority of the subjects reported that they do attempt in some way to infuse multicultural education into their teaching, considerably more than half of the sample reported doing this only monthly or even less frequently. While most recently published social studies texts have made an effort to increase their multicultural aspect, only about one-fifth of the respondents utilize this very common teaching tool either daily or weekly for multicultural purposes.

There is very little use made of community resources including field trips and guest speakers and more than half of the sample use

commercially prepared multicultural print materials with less than monthly frequency. Multicultural audio-visual materials were either never used or used less than monthly by well over half the respondents.

This tendency toward lack or infrequency of action by those surveyed indicates that, in the sample studied, support for multicultural education is vocalized, but not executed via teaching strategies in the classroom. Such results may indicate that some of these actions, such as field trips, may not be feasable due to variables such as lack of funding or lack of time, both of which were identified as constraints facing teachers. It may also show, however, that social studies methods class instructors need to emphasize to prospective teachers the necessity for using such strategies, materials and approaches in order to upgrade the infusion of multicultural education into secondary and junior high school classrooms.

The subject teachers did recognize several constraints which they believe impact on their efforts to infuse multiculturalism into their work. The primary variable so identified was lack of time. This outcome appears to once more emphasize the need to address the long standing and much debated question of whether social studies content should be taught in the survey manner or by addressing fewer topics, issues or problems in greater depth.

An overwhelming majority stated that their school had not received funding specifically for multicultural purposes during the

past five years, and unavailability of funding was also named by more than three-fourths of the sample as a significant constraint. The identification of a lack of suitable materials as a significant constraint by about three-fourths of the subjects may also be related to the lack of monetary support. The lack of suitable materials as an impediment is congruent with the earlier findings of Washington concerning elementary teachers (1982).

Lack of administrative support at building or district level was not viewed by most of the respondents as a significant constraint to infusing multicultural education into their classroom work.

The study also showed that most of the respondents lacked specific multicultural preparation in either preservice or inservice venues. A related result of the research indicates that those who had engaged in such preparation held little regard for its efficacy. Despite this, the majority of the sample believed that beginning teachers do not have enough multicultural preparation and that additional preparation is needed to adequately address the issue of multiculturalism in the social studies curriculum. These findings seem to support the many efforts now underway in several teacher education programs to heighten awareness of and familiarity with multiculturalism.

Finally, there was weak to moderate correlation among some variables. One correlation supported the contention that lack of suitable materials was a significant constraint, even among those

with very positive attitudes. Such information indicates that department chairs and others should attend to acquiring multicultural social studies materials when possible. Another correlation indicated that teachers who are most active in multicultural education are not constrained by a lack of interest. Again this may point out that social studies methods teachers and others in teacher education programs need to work toward increasing interest among their students in multicultural matters.

Correlation was also found which seems to reveal that those teachers who have positive attitudes toward multicultural education had received preservice multicultural instruction. In addition, these respondents believe more preservice and inservice preparation in the field is needed to address the issue of multicultural education in the social studies. This correlation may indicate that increased multicultural preservice preparation can lead to a more positive attitude about multiculturalism in the classroom.

SUMMARY and CONCLUSION

This project has indicated that social studies teachers in the main hold positive attitudes about multiculturalism and its place in the social studies curriculum. It is not clear to what extent such attitudes are influenced by sensitivity to revealing views about issues of race and ethnicity.

The study has further shown that there is a lower index of

teacher actions concerning the infusion of multicultural education into the curriculum and a lower frequency of various techniques and methods to accomplish such infusion than the revealed attitudes would seem to indicate. Lack of funding and time may contribute to the low level of action in classrooms.

The survey found that the subjects do face specific constraints in attempting to enhance the placement of multicultural concepts into their work. Among these constraints are lack of time, lack of funding and lack of suitable materials.

Research results show too that the teachers in the sample believe that increased multicultural preparation is needed for prospective teachers. However, most of those who have had such preparation do not believe it was effective in their own cases in helping them address multicultural issues in the classroom.

Correlations found in the analysis of the data show that some statistically significant relationships exist between teacher attitudes and the impact of some constraints; between some teacher actions and some constraints; and between teacher attitudes and teacher preparation relative to multiculturalism.

In conclusion the research seems to indicate the need for additional, large scale inquiry into these and similar and related matters concerning multicultural education and the social studies using a modified and improved instrument and procedure. Such inquiry could provide valuable information about how practicing teachers feel toward multicultural education and about what they are doing

concerning it in their classrooms. This information would be of benefit to teacher educators, teachers themselves and others concerned with the issue of multicultural education and the questions it raises. (For the inquiry critique, see Appendix I).

Appendix I

Critique of Inquiry Procedure

A critique of the inquiry process was an integral part of the preceding study. This effort, which was conducted among a small number of schools and a small number of subjects, was executed as a pilot project for a possible similar but larger and more comprehensive effort in the future.

As stated in the Summary and Conclusion (p. 22), it appears that such a study would be of benefit to teacher educators and others with interest in the issues surrounding multicultural education. A review of the literature concerning multicultural education reveals voluminous data concerning the term's definition, the controversy it has created, and its goals and purposes. Several studies have also been conducted in attempts to determine the influence of teacher education programs on prospective teachers' attitudes about multicultural education and on recognizing diversity in the classroom. However, there appears to be little material related to what practicing teachers--especially social studies teachers who are at the core of multiculturalism--believe about multicultural education, or perhaps even more important, about what they are really doing with it behind the closed doors of their classrooms. For example, an ERIC search using the descriptors "multicultural education and social studies and teacher attitudes" garnered just three references, only one of which addressed some of the questions dealt with by this study.

Appendix I

Critique of Inquiry Procedure (continued)

The critique of the preceding study was conducted in four ways. First, the survey instrument itself was reviewed by four knowledgable individuals prior to its use. The critics included two professors of education, an assistant dean of a college of education and the assistant director of a university's office of testing services.

Second, in three of the five schools involved in the study, the researcher personally administered the questionnaire and asked the respondents to note on the instrument itself any suggestions for change or improvement. In addition, in these same schools, the researcher held a critique session following administration of the questionnaire. During this session comments and suggestions were solicited from the respondents concerning the survey instrument. In those schools where it was not possible to personally administer the survey, a note was appended to the instrument asking that comments and suggestions be made on the questionnaire or on a blank sheet at the end specifically provided for that purpose.

Third, following the return of the questionnaires, each was reviewed for comments, suggestions and criticisms.

Finally, the results of the survey were scrutinized for trends and patterns which suggest revisions may be needed.

The critque indicated the following:

1. The survey instrument is essentially sound but revisions do

need to be made. For example:

Responses to items in Section Two need to be re-written so that preferred responses coordinate with those in Section One.

Some items had high no response rates. These included items 6 and 14 in Section One; and item 5 in Section Four. These items should be reviewed in an attempt to determine if they need modification.

Several of the subjects also indicated that many items needed a "no opinion" or "not applicable" response. This needs further study, because the inclusion of this kind of response may simply serve as an "out" for respondents and thus dilute the data.

Specific suggestions were made as follows:

Section One.

A. Comments by respondents indicated that item 1 may need to be changed so that it reads "A multicultural social studies curriculum more often than not creates resentment among non-minority students."

B. It was suggested that item 3 be made more specific by reading "Secondary and middle school/junior high school students should have their awareness of cultural diversity increased through exposure to a multicultural social studies curriculum either through increased multiculturalism in existing courses or through the addition of new courses."

C. Respondents expressed some thought that item 8 be made into two questions. One of these would ask for the extent of agreement on whether or not multiculturalism is a "valid" part of the social studies curriculum; the other would ask the extent of agreement on

whether or not it is "integral" to the social studies curriculum.

D. Questions 9, 10 and 11 should probably either be re-written into one question using the existing questions as Likert-type responses, i.e "Infusing a multicultural component into the curriculum A. ____ Dilutes and weakens the curriculum B. ____ has no real effect on the curriculum" etc. or interspersed within the section so that they are not contiguous with one another. At any rate these three questions require further review and study.

Section Four

Respondents indicated that item 4 needs to have a "does not apply" response for those schools where there are no beginning teachers. The suggestion was also made that an additional similar question be added which would address student teachers. A further suggestion was that a question be added concerning multicultural preparation during graduate school.

Section Five

A possible change here is a question to determine the academic major of the respondent. In addition item 6, which asked the respondents to choose from a list of subject areas the one in which they do most of their teaching, was not useful due to the fact that many social studies teachers teach an equal amount of time in two or more subject areas. The question needs revision, perhaps through a ranking type response or by letting the respondents provide the actual answer.

A more comprehensive study should probably incorporate the use of additional inferential statistics which could be used to draw conclusions from the sample for application to a population. This modification would add dimension to the findings.

A larger study should plainly involve a more heterogeneous sample. Virtually all of the subjects of this project were white; they were faculty members in predominantly white schools in a predominantly white region. There were few African-American, Hispanic, Asian-American or other minority group students in the schools involved in the study. These conditions surely limited the present study, and need to be addressed in a larger effort.

Finally one must consider the actual administration of the survey instrument. Clearly personal administration of the questionnaire is the preferred way of gathering the data. Such a procedure insures that most of the surveys will in fact be returned, thus reducing the response rate problem.

However, there are shortcomings with this procedure which make it somewhat difficult to execute. Problems concerning the return of all the surveys were encountered in the one high school which had some conflict in the social studies department and which had an acting chair. Teachers are reluctant to stay after school hours to complete a questionnaire and union contractual provisions may impact upon what may be viewed as intrusions on teachers' time. Inservice days are a good time to administer the questionnaire, if the day is not already filled with scheduled inservice activities. For this reason, it is necessary to make early contact with gatekeepers such as building

principals and department chairs in order to be included in the inservice day program.

In addition, the method of personally distributing the survey instrument would be extremely difficult to carry out in a large scale study of say, one hundred high schools with perhaps six hundred teachers. The logistics, expenses and time factors involved in personally scheduling the visits by advance trips and telephone, then traveling to the schools and administering the questionnaire severely limit this approach for a large scale study. Even by arranging to be in one school per week (and this would be difficult due to the availability of inservice days), a maximum of only about 36 schools could be visited during the academic year.

An alternate approach of course is a mail survey, but this has many attendant problems including a low response rate. However, the time factor would be greatly ameiliorated by mailing the survey, though costs would still be substantial for items such as printing, envelopes and postage. The possibility exists of such expenses being covered by grant monies, an avenue which clearly would need to be seriously explored were a large scale study undertaken.

APPENDIX II

TABLES * (N=26 for all tables)

TABLE 1--SECTION ONE RESULTS

Response Codes: SA=Strongly agree; A=Agree; D=Disagree; SD=Strongly disagree

Item 1	SD= 7.7%	D=65.4%	A=26.9%	SA= 0%
Item 2	SD= 3.8%	D=26.9%	A=61.5%	SA= 7.7%
Item 3	SD= 3.8%	D=11.5%	A=57.7%	SA=26.9%
Item 4	SD= 0%	D=38.5%	A=57.7%	SA= 3.8%
Item 5	SD= 0%	D= 3.8%	A=73.1%	SA=23.1%
Item 6	SD= 0%	D=15.4%	A=69.2%	SA=15.4%
Item 7	SD= 0%	D=69.2%	A=30.8%	SA= 0%
Item 8	SD= 0%	D=19.2	A=69.2	SA=11.5%
Item 9	SD=15.4%	D=53.8%	A=26.9%	SA= 3.8%
Item 10	SD= 0%	D=23.1%	A=65.4%	SA=11.5%
Item 11	SD=15.4%	D=69.2%	A=15.4%	SA= 0%
Item 12	SD= 0%	D=53.8%	A=38.5%	SA= 7.7%
Item 13	SD= 0%	D=11.5%	A=84.6%	SA= 3.8%
Item 14	SD= 3.8%	D=69.2%	A=26.9%	SA= 0%

Mean=38.769 Standard Deviation=4.236

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* Results reflect modal recoding. Percentages may not equal 100 due to rounding.

TABLE 2--SECTION TWO RESULTS

Response Codes: ED=Daily; W=Weekly; M=Monthly; LM=Less than monthly; N=Never*; MC=Mandated change; TI=Teacher initiated change; MT=Mandated and Teacher initiated combination; NC=No Change

Item 1	ED= 3.8%	W=15.4%	M=42.3%	LM=26.9%	N=11.5%
Item 2	ED= 0%	W= 0%	M= 0%	LM=38.5%	N=61.5%
Item 3	ED= 0%	W= 0%	M= 0%	LM=11.5	N=88.5%
Item 4	ED= 0%	W= 3.8%	M=42.3%	LM=30.8%	N=23%
Item 5	ED= 3.8%	W= 3.8%	M=46.2%	LM=23.1%	N=23.1%
Item 6	ED= 0%	W=19.2%	M=42.3%	LM=23.1%	N=15.3%
Item 7	ED= 0%	W= 3.8%	M=26.9%	LM=42.3%	N=26.9%
Item 8	ED= 0%	W= 7.7%	M=30.8%	LM=42.3%	N=19.2%
Item 9	MC= 7.7%	TI=15.4%	MT=26.9%	NC=50%	
Item 10	ED=11.5%	W=11.5%	M=42.3%	LM=26.9%	N= 7.7%

Mean=19.846 Standard Deviation=5.057

* Reflects total of Never and Never, but would like to in future.

TABLE 3--SECTION THREE RESULTS

Response Codes: Y=Yes; N=No; SD=Strongly disagree; D=Disagree; A=Agree; SA=Strongly agree

Item 1	Y= 3.8%	N=96.2%		
Item 2	SD= 0%	D=11.5%	A=69.2%	SA=19.2%
Item 3	SD= 0%	D=26.9%	A=50%	SA=23.1%

Table 3 (continued)

Item 4	SD= 0%	D=26.9%	A=61.5%	SA=11.5%
Item 5	SD= 0%	D=65.4%	A=34.6%	SA= 0%
Item 6	SD=11.5%	D=53.8%	A=26.9%	SA= 7.7%

TABLE 4--SECTION FOUR RESULTS

Response Codes: Y=Yes; N=No: SD=Strongly disagree; D=Disagree; A=Agree; SA=Strongly agree

Item 1	Y=23.1%	N=76.9%		
Item 2	SD=0%	D=83%	A=17%	SA= 0%
Item 3	Y= 11.5%	N=88.5%		
Item 4	SD= 0%	D=100%	A= 0%	SA= 0%
Item 5	SD=19.2%	D=57.7%	A=23.1%	SA= 0%
Item 6	SD= 3.8%	D=19.2%	A=57.7%	SA=19.2%

TABLE 5--SECTION FIVE RESULTS

Response Codes: For item 1 (Years since college graduation): FL=Five or less; ST-Six to ten; EF=Eleven to Fifteen; STT=Sixteen to twenty; MT=More than 20. For item 2 (Location of undergraduate institution): UA=Urban area of 100,000 or more; MS=Mid-sized area of 50,000-99.000; R=Rural area of less than 50,000.

For item 3 (Sex): F=Female; M=Male. For item 4 (Age): self explanatory. For item 5 (Race/Ethnic designation): C=Caucasian; O-Other. For item 6 (Subject area of majority of teaching): CI=Civics; EC=Economics; G=Geography; AH=United States History; WH=World History; Other=O.

Item 1	FL=15.4%	ST=3.8%	EF=7.7%	STT=7.7%	MT=65.4%	
Item 2	UA= 3.8%	MS=15.4%	R=80.8%			
Item 3	F= 46.2%	M= 53.8%				
Item 4	23=1; 24=1; 26=1; 31-1; 34=2; 35=1; 37=1; 38=1; 43=2; 44=1; 45=2; 46=2; 47=2; 48=2; 50=1; 51=3; 52=1; 57=1 (Mean=42.1; Standard Deviation=9.142))					
Item 5	C= 96.2%	O= 3.8%				
Item 6	CI=19.2%	EC=7.7%	G=11.5%	AH=46.2%	WH= 7.7%	O= 7.7%

Appendix III

Survey Instrument

Purpose of the Survey

One aspect of school reform which has become the focus of increasing attention in recent years is the issue of multicultural education, especially in the social studies. One way to learn more about this aspect of social studies teaching is to ask practicing teachers about it. That is the purpose of this questionnaire. Specifically, it is designed to attempt to: 1. find out how social studies teachers feel about the issue of multiculturalism in the social studies curriculum 2. determine what strategies, if any, teachers are using to incorporate multiculturalism into the social studies curriculum 3. ascertain those factors, if any, which have prevented or slowed the implementation of multiculturalism into the social studies curriculum 5. serve as a pilot project to help develop a survey instrument which teachers will feel comfortable with and which can be used in a larger study which may be conducted to learn more about multiculturalism in the social studies curriculum. The information gained from a larger scale effort could possibly be used in designing new preservice programs in social studies teacher education.

Terminology

Because such terms as "multicultural" and "multiculturalism" are used in a variety of ways and have a variety of meanings, it seems necessary for clarity to define the term with some specificity. Please refer to the definitions on the following page as you complete the questionnaire.

Glossary

For the purposes of this survey, the definition of the term "multicultural" is that found in the 1990 edition of the Thesaurus of ERIC Descriptors. According to that definition, multicultural education is:

> ...designed to help participants clarify their own ethnic identity and appreciate that of others, reduce prejudice and stereotyping, and promote cultural pluralism and equal participation."

The term "Eurocentric" as used in this study refers to a social studies curriculum which

> is predominantly based on or predominantly deals with the influence, principles, beliefs and contributions of western Europe, not only in the examination of the history of the United States (including its social, economic and political institutions) and the history of the world but in the other social studies subjects as well.

Section One

Below are some frequently made statements about multicultural education. Please react to these statements by indicating the extent to which you agree or disagree with them.

1. A multicultural social studies curriculum creates resentment among non-minority students.

A.___ Strongly disagree
B.___ Disagree
C.___ Agree
D.___ Strongly agree

2. The U.S. is a multiethnic society and a multicultural curriculum will contribute to a reduction in conflict in our society.

A.___ Strongly disagree
B.___ Disagree
C.___ Agree
D.___ Strongly agree

3. Secondary and middle school/junior high school students should have their awareness of cultural diversity increased through exposure to a multicultural social studies curriculum.

A.___ Strongly disagree
B.___ Disagree
C.___ Agree
D.___ Strongly agree

4. National and state social studies organizations should play a leadership role in the infusion of multiculturalism into the social studies curriculum.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

5. The U.S. is part of an increasingly interdependent world made up of many different cultures and a multicultural curriculum will help increase understanding, concern and cooperation in such a world.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

6. American society is based on the ideals of basic human rights, social justice, liberty and equal opportunity and a multicultural curriculum will help overcome barriers to achieving these ideals.

A.___ Strongly disagree
B.___ Disagree
C.___ Agree
E.___ Strongly agree

7. Recently published social studies texts and other social studies curricular materials often show bias against the Eurocentric approach to teaching social studies.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

8. Multiculturalism is an integral part of and has a valid place in the social studies curriculum.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

9. Infusing a multicultural component into the social studies curriculum dilutes and weakens the curriculum.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

10. Infusing a multicultural component into the social studies curriculum improves and strengthens the curriculum.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

11. Infusing a multicultural component into the social studies curriculum has no real effect on the curriculum.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

12. Materials, including texts, used to infuse multiculturalism into the social studies frequently tend to present an inaccurate representation of the nation's past or of its social, political or economic aspects.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

13. Children attain an enhanced sense of racial or ethnic identification and increased cultural pride through a social studies curriculum which focuses primarily on their racial or ethnic group and its history.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

14. The traditional Eurocentric approach seems the appropriate one for the social studies curriculum as the nation moves toward the year 2000.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

Section Two

Below are some statements which relate to actions which some social studies teachers take to infuse multiculturalism into their teaching. Please think about your own teaching and then respond to the statements.

1. I use the textbook or textbook supplements provided by the publisher to bring a multicultural dimension to my teaching

A. ___ Daily
B. ___ Weekly
C. ___ Monthly
D. ___ Less than monthly
E. ___ Never
F. ___ Never but would like to in the future

2. I use guest speakers to bring a multicultural dimension to my teaching

A. ___ Daily
B. ___ Weekly
C. ___ Monthly
D. ___ Less than monthly
E. ___ Never
F. ___ Never, but would like to in the future

3. I use field trips to help bring a multicultural dimension to my teaching

A. ___ Daily
B. ___ Weekly
C. ___ Monthly
D. ___ Less than monthly
E. ___ Never
F. ___ Never, but would like to in the future

4. I use commercially produced print materials (other than the text) in an effort to implement a multicultural approach to my teaching

A. ___ Daily
B. ___ Weekly
C. ___ Monthly
D. ___ Less than monthly
E. ___ Never
F. ___ Never, but would like to in the future

5. I use personally collected materials to bring a multicultural dimension to my teaching

A. ___ Daily
B. ___ Weekly
C. ___ Monthly
D. ___ Less than monthly
E. ___ Never
F. ___ Never, but would like to in the future

6. I focus in my social studies class discussions on items of a specifically multicultural nature

A. ___ Daily
B. ___ Weekly
C. ___ Monthly
D. ___ Less than monthly
E. ___ Never
F. ___ Never, but would like to in the future

7. I assign reading or require inquiry or writing by my students on topics of a multicultural nature

A. ___ Daily
B. ___ Weekly
C. ___ Monthly
D. ___ Less than monthly
E. ___ Never
F. ___ Never, but would like to in the future

8. I use audio-visual materials such as slides, films or filmstrips to help infuse multiculturalism into my teaching

A. ___ Daily
B. ___ Weekly
C. ___ Monthly
D. ___ Less than monthly
E. ___ Never
F. ___ Never, but would like to do so in the future

9. Change in my school's social studies curriculum concerning multiculturalism has occurred because

A. ___ it was mandated
B. ___ teachers initiated it themselves
C. ___ A combination of A and B
D. ___ There has been no change concerning multiculturalism

10. I attempt in some way to infuse multiculturalism into the social studies classes I teach approximately

A. ___ Daily
B. ___ Weekly
C. ___ Monthly
D. ___ Less than monthly
E. ___ Never
F. ___ Never, but would like to in the future

Section Three

Many social studies teachers have indicated that they face various kinds of constraints when attempting to infuse multiculturalism into their teaching. Please indicate by responding to the statements below whether or not or to what extent these kinds of constraints are true for you.

1. Within the past five years have you received budgetary support specifically designated to increase multiculturalism in your social studies classes?

A. ___ Yes
B. ___ No

2. Lack of time has been a significant constraint to infusing multiculturalism into the social studies curriculum

A.___ Strongly disagree
B.___ Disagree
C.___ Agree
D.___ Strongly agree

3. Lack of funding has been a significant constraint to infusing multiculturalism into the social studies curriculum.

A.___ Strongly disagree
B.___ Disagree
C.___ Agree
D.___ Strongly agree

4. Lack of suitable materials has been a significant constraint to infusing multiculturalism into my social studies classes.

A.___ Strongly disagree
B.___ Disagree
C.___ Agree
D.___ Stongly agree

5. Lack of building or district administrative support and encouragement has been a significant constraint to infusing multiculturalism into the social studies curriculum.

A.___ Stongly disagree
B.___ Disagree
C.___ Agree
D.___ Strongly agree

6. Lack of interest on my part has been a significant constraint to infusing multiculturalism into my social studies classes.

A.___ Strongly disagree
B.___ Disagree
C.___ Agree
D.___ Strongly agree

Section Four

Research has indicated that multicultural teacher education (both inservice and preservice) is important in bringing a multicultural dimension to teaching. The following statements or questions address the issue of multiculturalism in teacher education. Please respond to them as they apply in your case.

1. Did you receive any instruction specifically related to multiculturalism in your preservice undergraduate education?

A. ___ Yes
B. ___ No

2. If you answered NO to Question 1, proceed to Question 3. If you answered YES to Question 1, please respond to the following: My preservice multicultural instruction adequately prepared me to effectivly infuse multiculturalism into my social studies classes.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

3. Have you ever received any inservice instruction specifically related to multiculturalism in the curriculum?

A. ___ Yes
B. ___ No

4. If you answered NO to Question 3, proceed to Question 5. If you answered YES to Question 3, please respond to the following: My inservice multicultural education adequately prepared me to effectivly incorporate multicultural aspects into my teaching.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

5. Beginning social studies teachers with whom I am acquainted seem to have enough preparation in their preservice training in regard to multicultural matters.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

6. I believe increased inservice and preservice preparation is needed to adequately address the issue of multiculturalism in the social studies.

A. ___ Strongly disagree
B. ___ Disagree
C. ___ Agree
D. ___ Strongly agree

SECTION FIVE

Please complete the following demographic items.

1. I received my undergraduate teacher training

A.___ Five or less years ago
B.___ Six to ten years ago
C.___ Eleven to fifteen years ago
D.___ Sixteen to twenty years ago
E.___ More than twenty years ago

2. My undergraduate institution can best be described as being located in

A.___ An urban area (100,000 or above population)
B.___ A mid-sized area (50,000 to 99,000 population)
C.___ A rural or small city area (less than 50,000 population)

3. Sex

A.____ Female
B.____ Male

4. Age _____

5. Racial or ethnic designation

A. ___ African American
B. ___ Asian/Pacific Islander
C. ___ Caucasian
D. ___ Hispanic
E. ___ Native American or Alaskan Native
F. ___ Other

6. Please indicate the social studies subject area in which you do the majority of your teaching:

A. ___ American Problems
B. ___ Civics
C. ___ Economics
D. ___ Geography
E. ___ United States History
F. ___ World History
G. ___ Other (Specify) _____

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